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ABSTRACT

This paper describes the structured faculty mentoring program at the Pittsburgh Technical Institute (Pennsylvania), which is designed to provide a system of support for new faculty, who encounter many stressful situations on a daily basis, and provide guidance and encouragement. One of the primary goals of the program is to improve the quality of instruction, with the ultimate goal of benefiting students and the institution. Some of the possible benefits of the program include increased student retention and graduation rates, higher levels of faculty satisfaction, and lower rates of faculty attrition. In addition to the brief introductory material, the paper includes information on applying for a faculty mentor position, and explains the institution's teaching philosophy; faculty mentor responsibilities (including teaching responsibilities, working with mentees, and completing activity reports); desired faculty mentor traits; eligibility; request process; and salary range. The application form asks the applicant to respond to questions on why he or she wants to be a mentor, on teaching and classroom observation experiences, on personal characteristics, and on professional development. The final portion of the document is a syllabus for the faculty mentor development program. (RH)

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PITTSBURGH TECHNICAL INSTITUTE

FDC

FACULTY DEVELOPMENT CENTER

FACULTY MENTORING PROGRAM

The Faculty Mentoring Program exists to provide a system of support for new faculty. New teachers encounter many stressful situations on a daily basis and as a result may experience feelings of insecurity, exhaustion, frustration and disappointment. New teachers need to be able to go to someone to lean on for support, guidance or maybe just a few words of encouragement. Faculty mentors can fulfill these needs.

Faculty mentors are experienced instructors selected for their expertise, desire to help new teachers and commitment to students. Mentors can broaden their horizons by relating to their "mentees" and assisting them on many different levels.

Faculty mentoring can have a powerful effect on the mentor, mentee, students and the institution itself. New faculty members are paired with those who are experienced and have undergone a selection process to earn the title of Faculty Mentor. Mentors undergo a series of training sessions focused on the development of requisite skills and knowledge necessary for becoming an effective mentor.

One of the primary goals of the faculty mentoring program is to improve the quality of instruction. As this goal is reached, it follows that students and the institution will also benefit. Some of the possible benefits include increased retention and graduation rates, higher level of teacher satisfaction and lower rates of teacher attrition.

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E. BECKER

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APPLICATION FOR FACULTY MENTOR

I. GENERAL INFORMATION

A. *The Webster Dictionary defines the term "mentor" as:*

"A trusted counselor, or guide, a tutor or coach."

B. The primary responsibility of the Faculty Mentor is to mentor new faculty members by improving their teaching skills. The focus for the mentor is on teaching not on administrative responsibilities. The mentor should function as a coach, keeping in mind at all times that "coaching is demonstrating not telling."

C. There will be no limit to the number of Faculty Mentors employed. If they meet the criteria listed in this document, they will be promoted to the position.

II. P.T.I. TEACHING PHILOSOPHY

A. The Faculty Mentors will, by their words and deeds, support the following statements:

1. "Our greatest contribution to mankind is to be sure there is a teacher in every classroom who cares that every student every day learns and grows and feels like a real human being."

2. All students have the potential for success. It is up to us to constructively challenge and create an environment that will encourage and foster growth in the student.

3. Every faculty member embraces student service as a common goal.

III. FACULTY MENTOR RESPONSIBILITIES

A. TEACHING:

1. Must perform regular faculty duties. Teaching load will be reduced to 20 hours

2. Must be a role model for other faculty in terms of dress, professional behavior, and classroom performance

III. FACULTY MENTOR RESPONSIBILITIES (continued)

B. WORK WITH NEW FACULTY

1. **Weekly contact** with a maximum of three faculty mentees for a period of six months(or until mentee has achieved the status of *gradual release*) followed by informal meetings thereafter.

WEEKLY CONTACT CONSISTS OF:
Sit down one-on-one meeting, or
Classroom visitation by mentor

2. Help mentees identify their strengths and weaknesses in the classroom through **Classroom Visitations**. These visits involve observing mentees' classes, providing feedback, discussing alternative teaching methods and helping to implement these methods.

WITHIN THE FIRST 3 MONTHS THAT MENTEE IS TEACHING:
1 informal visitation completed

WITHIN THE SECOND 3 MONTHS THAT MENTEE IS TEACHING:
2 formal visitations and 2 informal visitations completed

WITHIN THE SECOND 6 MONTHS THAT MENTEE IS TEACHING:
1 formal visitation and 1 informal visitation completed

3. Work with mentees to set and achieve short-term and long-term goals through **Mentee-Mentor Action Plans**.

WITHIN THE FIRST 3 MONTHS THAT MENTEE IS AT PTI:
2 short-term and 2 long-term goals set and achieved

WITHIN THE SECOND 3 MONTHS THAT MENTEE IS AT PTI:
2 short-term and 2 long-term goals set and achieved

4. Encourage mentees to observe the mentor in the classroom.
1 informal visitation completed within the first 3 months

5. Encourage mentees to observe teaching styles of other faculty.
1 informal visitation completed within the first 3 months

6. Provide feedback to the Program Director and/or Department Head where appropriate. Remember that the Program Director is the **supervisor** of the mentee. The mentor functions as the **guide** or **coach** and remains focused on developing the mentee as a teacher.

7. Support the mentee at all times. Treat him/her with the same philosophy that applies to our students.

III. FACULTY MENTOR RESPONSIBILITIES (continued)

C. FACULTY DEVELOPMENT DEPARTMENT

1. Participate in structured Faculty Mentor program.

2. Complete Monthly Activity Reports and submit at close of each month.

3. Work with the Faculty Development department to improve the teaching skills of mentees. Coordinate the teaching modules to be presented to them.

4. Enroll in modules that mentees are required to take including *Teaching Culture, Teaching Methods*, and *Instructional Self-Assessment.*

IV. FACULTY MENTOR TRAITS

A. A good mentor is a teacher who:

1. Is a skillful teacher who has positive expectations for students and mentees

2. Is a team player supportive of PTI policies

3. Relates well to students, faculty and staff

4. Can communicate openly while offering constructive feedback

5. Is a good listener

6. Takes an active interest in his/her mentees and is sensitive to their needs

7. Helps mentees to develop individual teaching styles even if they differ from his/her own style

V. PTI FACULTY MENTOR ELIGIBILITY

We recognize and appreciate the fact that you are interested in this position. However, if you do not meet the criteria listed below, please do not apply.

A. Criteria for eligibility

1. Four years as an instructor at PTI

2. The performance of your team has averaged "good" performance over the last four years in *retention* for *1st* year teams and *placement* for *2nd* year teams

3. Only applicants who meet all of the criteria listed in this packet will be considered. In the event that an initial application is rejected, applicants may reapply for the position

VI. REQUEST PROCESS
(allow at least 30 days for the review process)

A. Meet Faculty Mentor eligibility requirements

B. Complete Request Form/Application (pages 5 and 6) and submit to V.P., Career Development

C. Requests for Comments (page 7)
   1. **V.P., Career Development** initiates requests for comments from faculty members and/or staff
   2. **Program Director/Department Head** of applicant completes comment form and distributes to one other faculty member within department
   3. **Applicant** initiates requests for comments from two other faculty members and/or staff

D. A committee consisting of the President, V.P. Career Development, V.P. Faculty Development, and Coordinator of Faculty Mentor Program will review the faculty and staff comments

E. The Committee will interview the candidate

F. The Committee will take into account peer comments, Program Director comments, student comments and their own observations from the interview

G. The Committee will make the final decision

VII. FACULTY MENTOR SALARY RANGE (monthly)

A. The current salary range for: Faculty $2360-$3775
   Faculty Mentor $2600-$4160

B. Upon acceptance of mentor position a promotional increase of 10% will be added to the monthly salary figure. If you are due for your annual review, your merit increase will be factored in first, then the promotion raise will be calculated. Your new annual review date will be one year from the date of your promotion into the new position.

APPLICATION FOR FACULTY MENTOR

TO: VICE PRESIDENT, CAREER DEVELOPMENT

FROM:

DATE:

This request to become a Faculty Mentor may be submitted anytime after four years as an instructor at P.T.I. To be considered for the position please submit responses to each of the items listed below:

A. FACULTY MENTOR SPECIFICS

1. Why do you want to become a Faculty Mentor?

2. What do you hope to do as a Faculty Mentor?

3. How do you plan on helping your Faculty Mentee(s)?

B. THE ART OF TEACHING

1. Cite three specific examples where you have helped a student who was experiencing some form of difficulty (personal/academic/social issues).

2. Have you ever had a difference of opinion with a Program Director or Department Head (not necessarily your own P.D.)? How was the issue resolved?

3. What do you feel are your teaching role and responsibilities?

4. Share the previous student evaluations over the last three years. Also, share any informal student and/or parent feedback you have received(i.e. notes, cards, letters,etc.).

C. CLASSROOM OBSERVATIONS

1. Have you observed classes taught by other instructors? Did you offer feedback to the instructor(s)? If so, how did it feel to discuss your observations?

2. How many of your classes have you had observed? Observed by whom? Explain the process and the outcomes.

3. How many times have you videotaped your classes? If you have done so, explain the process and outcome.

APPLICATION FOR FACULTY MENTOR (continued)

D. PERSONAL CHARACTERISTICS

1. When helping others, it is sometimes easy to offer advice and suggestions. What other ways have you guided someone in their quest for a solution?

2. Do you consider yourself to be a problem solver? If so, explain your answer and cite an example.

3. How have you demonstrated that you are a team player?

E. PTI INVOLVEMENT

1. Have you served on any committees? If yes, what contributions have you made?

2. What have you done to support and improve the universal curriculum project?

3. Do you currently serve, or have you served, as a mentor for students under the existing program at PTI? If so, please summarize your experience in this role.

F. PROFESSIONAL DEVELOPMENT

1. What have you done to receive additional training within PTI.?

2. What have you done to receive formal training outside of PTI (seminars, workshops, continuing education)? List dates and content of outside training.

3. List the professional organizations with which you are an active member.

PLEASE RETURN THE RESPONSES TO THE ABOVE ITEMS TO THE V. P., CAREER DEVELOPMENT BY _____.

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cc: PROGRAM DIRECTOR

REQUEST FOR FACULTY AND/OR STAFF COMMENTS FOR FACULTY MENTOR POSITION

_____ has submitted a request to be considered as a candidate for promotion to the position of Faculty Mentor. This form provides you with the opportunity to provide any additional information that you feel should be considered. Please use a separate sheet of paper for any additional comments. ***This information will be kept in strictest confidence.***

A. Do you feel that this individual has demonstrated a willingness to work with students at all levels?

B. Is this individual a role model in terms of daily attendance and punctuality in class?

C. Is this individual a role model in terms of teaching and attitude?

D. Is this individual approachable by students as well as peers?

E. Does this individual genuinely care about students?

F. Does this individual cooperate with peers and support them at all times?

GENERAL COMMENTS:

WOULD YOU RECOMMEND THIS CANDIDATE? Yes_____ No_____
If NO, why not?

NAME_____DATE:_____

PLEASE RETURN THIS FORM TO MARK SCOTT, VICE-PRESIDENT, CAREER DEVELOPMENT BY _____TO HAVE YOUR COMMENTS CONSIDERED.

PITTSBURGH TECHNICAL INSTITUTE
FACULTY DEVELOPMENT CENTER

COURSE DATA:
Wednesday, 12:00 PM – 1:00 PM
Penn Tech, Faculty Development Center

COURSE DESCRIPTION:
This class is mandatory for all instructors designated as Faculty Mentors and will provide them with guidance and direction in their new roles. Since the class consists of a group of Faculty Mentors, it will also serve as a forum for ideas and support among class members.

COURSE OBJECTIVES:
After successful completion of this course, students will be able to:

- Understand roles and responsibilities of faculty mentors and mentees
- Conduct weekly meetings with faculty mentees
- Conduct a total of 3 informal and 2 formal classroom visitations within the first 6 months that the mentee is teaching in the classroom
- Establish and maintain a positive relationship with faculty mentees
- Formulate Mentor Development Plan

COURSE OUTLINE:

Week 1 — **INTRODUCTION TO FACULTY MENTORING AT PTI**

- Introduction of faculty mentors in group
- Distribution of materials:
  - Review of syllabus
  - Mentor journals
  - Mentor folder binder with enclosed handouts
- List of mentors with respective mentees
  - Mentees' awareness of mentors – do they know?
- **Gradual Release Status:**
  - Indicators of readiness of mentees to move along
- Evaluation system:
  - Mentees rating mentors at end of quarter: **My Faculty Mentor**
  - Mentors rating the module at end of quarter
- Paperwork:
  - Activity Report to be completed at mid-term and end-of-quarter for each mentee
  - Classroom Visitation Form
  - Quarterly Faculty Mentor Report
- Mentors plan to meet their mentees during the week

Week	Topic

2 UNIT 1: DEFINITION OF FACULTY MENTOR

- Review of mentor-mentee interaction during the past week (to be a recurring component of weekly training sessions)
- Confidentiality
  - Mentor to mentee – Critical in establishing trust
  - Mentor to mentor – Appropriate topics of conversation during mentor meetings
- **Possible Roles for Faculty Mentors**
- Traits of Successful Mentors
- **Faculty Mentor Responsibilities** (from Mentor Application)
- **The Benefits of Being Mentored**
- Classroom Visitations
  - Informal classroom visitations during the mentee's first quarter
- Review of mentor-mentee interaction for the upcoming weekly meeting

3 UNIT 2: ROLE DISTINCTION OF FACULTY DEVELOPMENT DEPARTMENT, FACULTY MENTORS, FYI TEAM, and PROGRAM DIRECTORS / DEPARTMENT HEADS

- Support mechanisms for new faculty: **New Instructor Support At PTI**
  - Faculty Development Department(FDD)
    - Modules
      - Curriculum presented to mentees through the modules
    - Classroom Observations
      - Coordination of efforts between faculty mentors and FDD
  - Faculty Mentor
  - FYI Team
- Clarification of roles of faculty mentors and program directors/department heads
- **What Makes Mentoring Different and Special?**
- Review of mentor-mentee interaction for the upcoming weekly meeting

4 UNIT 3: ROLES, NEEDS AND GOALS OF FACULTY MENTEES

- Mentor's expectations of mentees: **What Is Expected of the Mentee?**
- Identifying the needs of faculty mentees: **What Do I Need to Know – Checklist for Mentees** (an ongoing project)
- Review **PTI Student Philosophy** and **Rules of Conduct** for Employees and Faculty
- Mentor web site: www.teachermentors.com
- Review of mentor-mentee interaction for the upcoming weekly meeting

5 UNIT 4: ESTABLISHING THE MENTOR-MENTEE RELATIONSHIP

- **Learning Transitions – Going From Unconsciously Unskilled to Unconsciously Skilled**
- The Early Stages of Mentoring
- Building a positive relationship: **Keys to Building A Productive Relationship**
- Communication between mentors and mentees: **Evaluating Your Communication Habits**
- Review of mentor-mentee interaction for the upcoming weekly meeting

Week	Topic
6	**UNIT 5: PERCEPTION OF MENTORING**

- Views of peers toward mentoring
- Mentor's view of self
- Formulation of Mentor Development Plan
- Review of mentor-mentee interaction for the upcoming weekly meeting

7 UNIT 6: EVOLVEMENT OF THE MENTOR-MENTEE RELATIONSHIP

- Transitions of the Mentor-Mentee Relationship
- **Gradual Release Status**
  Checklist used to determine readiness for release
- Review of mentor-mentee interaction for the upcoming weekly meeting

8 & 9 UNIT 7: CLASSROOM VISITATIONS

- Pre-Visitation, Visitation, and Post-Visitation Checklist
- Pre-visitation conferences
  Selection of behavior/strategy to observe
  Selection of observation tool
- Classroom visitations
  Tips on conducting visitations
- Post-visitation conferences
  Guidelines for giving feedback
  Problems to avoid in post-visitation conferences

10 &11 OPEN DISCUSSION AND CATCH-UP TIME

- Status of progress of mentor development through Mentor Development Plan
- Reminder to perform classroom visitations and submit form
- Reminder to complete and submit Mentor Activity reports
- Mentor journals – are they useful?
- Mentors complete **module evaluation** on mentor training
- Review of mentor-mentee interaction for the upcoming weekly meeting

12 END–OF–QUARTER MENTOR AND MENTEE GATHERING

- Informal lunch meeting with faculty mentors and mentees
- Questions posed concerning the mentoring process to groups of participants and responses recorded and collected for future improvement of program
- Feedback form (**My Faculty Mentor**) distributed to mentees and collected

Note: The bolded titles indicate handouts that the mentees will be receiving during their training.